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ABSTRACT

This publication is a tool to help educators weave academic content standards, assessments, and school-to-career methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. Examples included in the publication were created by Colorado educators to provide a vision of how teachers can deliver instruction in ways that help students reach high academic standards, develop effective work habits, and gain career knowledge. The handbook includes four sections: (1) "Workplace Competencies," which presents the Colorado General Workplace Competencies; (2) "Opportunities for Success," which offers guidelines for educators as they help special populations of students with diverse needs meet academic content standards and participate in school-to-career opportunities; (3) "Integration Matrices and Classroom Activities," which features grids with examples of how the Colorado General Workplace Competencies cross-reference with the Colorado Model Content Standards for reading and writing; and (4) "Sample Rubric," which explains that a rubric is a descriptive measurement for defining what a student knows and can do and provides a sample rubric. (SM)

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ED 431 761

MAKING STANDARDS WORK!

A TEACHER'S GUIDE TO CONTEXTUAL LEARNING:
INTEGRATING ACADEMIC CONTENT STANDARDS
WITH CAREER DEVELOPMENT AND
WORKPLACE COMPETENCIES.

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The Colorado Department of Education

In Conjuction With . . .
The Colorado School-to-Career Partnership

"Understanding the transition that all students make from being strictly consumers to being productive members of the community is critical. Students must be given access to integrated curriculum which includes career expectations to be able to make this transition successfully."

Thomas J. Murray
Vice President
Lakewood Brick and Tile Company

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MAKING STANDARDS WORK
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INTRODUCTION

As educators we strive to reach every student in our classroom. We measure our success when students grasp a new concept, move successfully to the next grade level or achieve recognition for their skills and abilities. However, the ultimate test is often when we see former students as adults. We want to know about college, their job and family and if they are happy with their lives. When students are successful, we are proud of the role we played in their development. When students struggle with the transition from school to post-secondary education and/or work, we often step back and reflect: Did we do enough to prepare students for life after school? What makes the difference between those students who are successful and those who are not?

Making Standards Work is a tool to help educators weave academic content standards, assessments and school-to-career methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. The examples contained in this publication were created by Colorado educators to provide a vision of how teachers can deliver instruction in ways that help students reach high academic standards, develop effective work habits and gain career knowledge. Handbooks for other academic content areas are currently under development.

Standards and Assessment

Colorado enacted legislation in 1993 to adopt a standards-driven system of education. Public support for this reform is high and 48 other states have developed, or are in the process of developing, standards for what students should know and be able to do at various points in their schooling.

Standards-driven reform is based on the premise that students can achieve more if the expectations for learning are clearly defined, if students know in advance the criteria for meeting those expectations and if teaching and assessment support the expectations and reinforce student effort. Standards enhance accountability by focusing on student results, not on the curriculum, educational program or other "inputs" used by a particular school.

Colorado's model content standards represent the consensus of thousands of parents, educators, administrators, employers and interested community members. The standards were developed through a two-year process that involved three publicly reviewed drafts, approximately 10,000 responses to these drafts and a series of regional meetings across the state.

The standards reflect a "thinking" curriculum - one that requires students to know basic skills, to communicate effectively to solve problems, and understand and apply academic principles and tools. They define a set of skills and knowledge that will prepare Colorado students for employment, citizenship and life-long learning in the new century.

Changes in the Workplace

The national economy is undergoing major changes that have an impact on both the opportunities available to workers and the expectations and needs of their employers, such as:

- The number of jobs that employ unskilled workers is rapidly diminishing. Those jobs that do exist increasingly fail to pay a living wage.
- The income gaps among workers who dropped out of high school, those who graduated from high school, those who have an associate degree and those with a bachelor's degree are significant and growing.
- New technologies and services continue to emerge rapidly. Nearly 50% of employers use equipment less than four years old. On average, 42% of non-managerial employers now use computers in their work.
- The growth of new information and knowledge is exploding, doubling in a span of ten to fifteen years.

Schools must change as well to ensure that they are preparing students who can succeed in this dynamic environment.

Colorado School-to-Career Partnership

The Colorado School-to-Career Partnership is a statewide effort assisting local schools and communities to develop a K-16 learning system that promotes attainment of high academic standards, career development and workforce preparation for every student.

Academics and career development are integrated in classrooms and worksite experiences, and aligned with content standards and assessment. There are currently 81 local School-to-Career Partnerships in Colorado representing 144 school districts. An estimated 209,000 K-16 students have already participated in one or more school-to-career activities and the momentum continues to build in communities around our state.

Using this Handbook

Making Standards Work is divided into four sections:

I. Workplace Competencies: This section presents the Colorado General Workplace Competencies, which were developed by a business task force of the Colorado Association of Commerce and Industry. These competencies describe the skills and knowledge students need to be successful in most careers and in college. The competencies are organized into the following categories:
   - Communication
   - Organization
   - Thinking
   - Technology
   - Worker Qualities

   These workplace competencies must be intentionally taught and assessed to assist students in transferring classroom learning to the world of work and to post-secondary education.

II. *Opportunities for Success*: This section offers guidelines for educators as they help special populations of students, who have diverse and sometimes very unique needs, meet academic content standards and participate in school-to-career opportunities.

> In Colorado, Access Skills are those skills that all students must demonstrate in order to succeed with academic content standards and in the workplace. Access Skills are a combination of the Colorado General Workplace Competencies and the Essential Learning Principles defined in *Opportunities for Success*.

III. Integration Matrices and Classroom Activities: This section features grids that provide examples of how the Colorado General Workplace Competencies cross-reference with the Colorado Model Content Standards for reading and writing. To help educators think about how to integrate the workplace competencies into their reading and writing instruction, the grids are followed by examples of classroom strategies that combine a specific academic content standard, career development activity, general workplace competency and assessment strategy.

   Quotes and Resources: Through the quotations, Colorado educators, business leaders and students (with parental consent) offer their perspectives on integrating workplace competencies and academic content standards. The featured resources provide a starting point in locating additional integrated curriculum, work-based learning opportunities or connecting activities. They also may offer helpful information for expanding current educational strategies.

   These activities and resources are included in this handbook for use at districts' discretion. They have not been endorsed or ratified by any official Colorado State body.

IV. Sample Rubric: A rubric is a descriptive measurement for defining what a student knows and can do. An assessment rubric, aligned with the integrated learning activity on page 14b, is included in this section. Educators can use this example to create additional rubrics to assess student learning.

I. WORKPLACE COMPETENCIES

The Colorado General Workplace Competencies were developed by a business task force of the Colorado Association of Commerce and Industry, in conjunction with the Colorado Department of Education and the Colorado School-to-Career Partnership. These competencies represent the skills that workers need in most jobs regardless of the specific occupational area.

These competencies will help educators and students understand the skills and knowledge students need to succeed in the workforce. The competencies also provide Colorado businesses with a consistent set of standards that promote a skilled workforce.

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively

Listening - receives, attends to, understands and responds to verbal and non-verbal messages
Speaking - clearly organizes and effectively presents ideas orally
Reading - locates, understands and interprets written information in prose and documents to perform tasks
Writing - organizes and effectively presents ideas and information in writing
Interpreting - delineates and analyzes oral and written information and synthesizes information into a conclusion
Negotiating - works toward agreement while maintaining position
Persuading - communicates ideas to justify position, overcome resistance and convince others

Organizational Skills - Demonstrates the ability to work effectively and efficiently

Planning - devises and outlines a process to achieve a goal and timeline
Time Management - applies appropriate time to task and manages multiple priorities
Using Resources - identifies, organizes, plans and allocates resources
Systems Thinking - understands the nature of systems, develops and adapts systems to meet organizational needs
Evaluating - collects, evaluates and uses data to monitor and improve performance

Thinking Skills - Demonstrates the ability to use reasoning

Problem Solving - identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action
Decision Making - uses a process to identify goals and constraints, evaluates alternatives and reaches a conclusion
Creative Thinking - generates new and innovative ideas
Learning - uses efficient techniques to acquire and apply new knowledge and skills
Analyzing - identifies bias of information sources, evaluates contradictory information and effectively manages information
Mathematics - performs basic computations and solves practical problems by applying appropriate mathematical techniques

Worker Qualities - Demonstrates the characteristics of an effective worker

Self-Management - demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth
Team Member - contributes to group effort through cooperation and consensus
Responsibility - follows through consistently with honesty and integrity
Flexibility - shows versatility and the ability to change
Leadership - creates a direction/vision for others to follow, aligns management methods with vision and implements a system of accountability
Works with Diversity - accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment

Demonstrates Computer Literacy - uses keyboarding skills, computer programs and understands basic computer operations
Selects Technology - chooses appropriate procedures, tools or equipment
Applies Technology - understands overall intent of and proper procedures for using selected technology and equipment
Uses Technical Information - interprets and uses data generated from a variety of technological devices

Note: Technology refers to any device, tool or piece of equipment that facilitates or supports efficient completion of work, including machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, and calculators.

II. OPPORTUNITIES FOR SUCCESS

GUIDELINES FOR BRINGING OUT THE BEST IN ALL OF OUR STUDENTS

"*Opportunities for Success*" was created through a process that engaged over 2,100 Colorado educators, parents and citizens from across the state and drew on the expertise of national professional organizations. Its purpose is to provide guidelines for educators as they help special populations of students, who have diverse and sometimes very unique needs, meet academic content standards.

These guidelines may be useful to:

- Curriculum directors as they coordinate and develop curriculum and instruction around standards
- Classroom teachers as they plan for their students
- Assessment professionals as they develop district and classroom assessments
- Building level planning committees as they work on school improvement efforts

A. GENERAL PRINCIPLES

The four areas described below (Essential Learnings, Classroom Practices, Assessment Practices and Service Options) are designed to assist special needs students gain the skills necessary to reach high academic standards.

Essential Learnings - the knowledge and skills that special needs students require to maximize their educational growth and development.

Students who are diverse learners need to learn:

1. Communication skills to express and understand thoughts and opinions in a variety of settings, situations and with diverse populations.

2. Decision making and problem solving skills and strategies.

3. Basic language skills and a broad vocabulary to use as building blocks in developing reading, writing and critical thinking.

4. Self-advocacy skills to make their needs and wants known in socially constructive ways in learning, work and social situations.

5. Personal strengths and capabilities and the ability to use this knowledge to act responsibly at school and work.

6. Social skills to develop positive relationships with peers and adults in a variety of settings and situations and with diverse populations.

7. Organizational skills and study strategies for school and work. Important skills include, but are not limited to:
   - Time management
   - Goal setting
   - Management and use of materials/resources
   - Learning strategies

8. Career development skills to make, pursue and maintain personal employment choices.

9. The use of tools and technology to augment learning and access information.

Classroom Practices - the range of instructional practices and strategies that teachers employ to help a special population of students learn. These include, but are not limited to:

- Time
- Space
- Modality
- Grouping
- Presentation
- Classroom organization and behavior management
- Materials
- Equipment
- Technology
- Environment

With the needs of diverse learners in mind, educators need to employ appropriate:

1. Student Self-Management Strategies
   - Use strategies designed to promote student self-management and independence.
   - Provide consistency, structure and clear expectations.
   - Provide appropriate positive learning reinforcement, feedback and recognition for student accomplishment.
2. Setting for Instruction and Learning
   - Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure.

- Provide opportunities and environments that allow all students to participate meaningfully in instructional and social activities.
- Adapt physical environments to match the learning needs of students.

3. Instructional Practice

- Incorporate life skills, social and affective skills and self-advocacy skills throughout the curriculum.
- Choose teaching and learning methods that match the learning needs and styles of the students.
- Incorporate direct instruction of how-to-learn skills and thinking skills throughout the curriculum.
- Ensure the language of instruction effectively communicates and promotes student understanding for students with special needs.
- Use methods to promote active learning, including hands-on learning, real-world and experiential learning, community-based learning and learning involving student choice.
- Use learning materials, equipment and media tailored to the unique learning needs of students.
- Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and new.
- Use varied and flexible grouping strategies for instructional purposes.
- Use flexibility in pacing instruction, scheduling and the use of time based on the needs of individual students.
- Communicate and collaborate with other teachers, specialists, students, families and appropriate agencies in planning and implementing effective instruction.

Assessment Practices - the accommodations and adaptations necessary for a special population to adequately demonstrate knowledge and skills.

In assessing the learning of diverse learners, educators need to:

1. Allow for a variety of assessments that evaluate what is being taught, including:
   - Portfolios
   - Assessment of daily work
   - Observations
   - Self and peer evaluations
   - Demonstrations and projects
   - Oral tests
   - Cooperative group assessments
   - Family, community and employer evaluations/observations
2. Ensure that the language used in assessment is consistent with the language used during instruction and reflects the student's preferred mode of communication, considering the:
   - Student's culture/preferred language
   - Clarity of instructions
   - Verbal and non-verbal options (i.e., sign language)

3. Consider the student's unique needs when determining the content of the assessment.

   - Identify the skills and content to be assessed and ensure that assessments test only the content that was taught.
   - Design assessments to determine what the student knows as opposed to what the student does not know.
   - Utilize student's prior knowledge to determine instruction and subsequent assessments.
   - Identify individual learning styles and design assessments to elicit a variety of thinking and application skills.

4. Design assessment procedures and accommodations to meet individual student needs.

   - Assess in the student's primary communication mode (i.e., Braille, sign language, picture board).
   - Use a variety of people (i.e., family, peers, employers, other professionals) in the assessment process.
   - Use technology for presentation of assessment and student response.

5. Allow flexibility in the time and scheduling of assessments.

   - Allow extended time.
   - Allow the student to take breaks.
   - Divide assessments into smaller segments.
   - Schedule assessments when students can perform best.
   - Use untimed assessments.

6. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose the environment that fits best.

   - Consider the student's physical condition, endurance, attention span, distractibility, emotional state and medical condition, at the time of assessment.
   - Control for distractions.
   - Create supportive settings that encourage student participation.
   - Use preferential seating.
   - Use real life settings and other alternative environments.

7. Consider the evaluation criteria that will be used when designing assessments and set the criteria prior to assessment.

   - Involve others in determining realistic expectations and goals for the student.
   - Provide family and others the opportunity to assist in interpreting assessment results.
   - Make expectations and criteria clear and explicit.

- Provide a variety of grading methods, including:
  - Individual grading scale
  - Narrative reports
  - Group grades

Service Options - systems of organizing people and materials to supply and deliver educational opportunities, accommodations and supports in order for students or given populations to become successful learners.

For diverse learners to have adequate opportunities to learn, schools will:

1. Involve families, community members and peers integrally in the design and implementation of educational services for all children and youth.

2. Use shared and flexible resources, including personnel, money, facility, program, time and administrative processes to meet students' needs and to offer appropriate services by providers with specific expertise.

3. Offer curriculum and instruction that is diversified through a variety of modifications, including alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student-teacher ratios and a variety of instructional techniques.

4. Support collaborative planning with individual students, team members, family members, the community and other agencies with the management of time and resources.

5. Design support services for students that help them with life management, including safety, health, wellness, social relationships and learning.

6. Assure students the opportunity to plan and prepare for successful life adjustment after high school, including career development, community involvement, post-secondary education, recreation and leisure choices, and daily living activities.

7. Maximize the use of technology for learning. School professionals, families, and students use technology competently.

8. Offer a menu of educational opportunities to students, families and school personnel for continuous improvement of services to students.

9. Offer support services to assist students in managing behavior, expressing needs, developing friendships, resolving conflicts, making choices and planning their lives.

B. ADAPTATIONS

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order to help a student become a successful learner. Adaptations are based on the strengths and needs of individual students and may vary in intensity and degree.

Adaptations include:

1. **Accommodations:**
   Accommodations are adjustments made in *how* a student accesses and demonstrates learning. They do not substantially change the instructional level, content or the performance criteria. The changes are made in order to provide students equal access to learning and an equal opportunity to demonstrate what they know. Accommodations include changes in and/or provisions for the following:

   - Presentation and/or response format and procedures

- Instructional strategies
- Time/scheduling
- Attitudes
- Architecture
- Environment
- Equipment

2. **Modifications:**
Modifications are substantial changes in *what* a student is expected to learn and demonstrate. They are made to provide students with opportunities to participate meaningfully and productively in learning experiences and environments. Modifications include changes in the following:
   - Instructional level
   - Content
   - Performance criteria

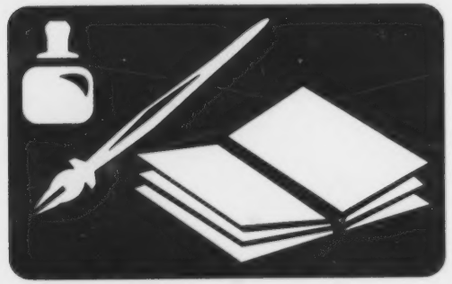
** Note: Under Colorado Law 22-7-407 et. seq. C.R.S., a student must have a Special Education Individualized Education Plan (IEP) to qualify for modifications to the standards, unless the modifications exceed those of district/state content standards.*

Opportunities for Success contains many strategies for specific special population groups including:

- Attention Deficit Disorder
- Chapter I (Title 1)
- Deaf/Blind
- Deaf/Hearing Impaired
- Gender
- Gifted Individuals
- Language Minority Students
- Learning Disabilities (Perceptual/Communicative)
- Migrant Students
- Physically Disabled and 504
- Prevention Initiatives (High-Risk)
- Race
- Significant Cognitive Challenges
- Significant Identifiable Emotional Disabilities
- Speech/Language Needs
- Traumatic Brain Injury
- Visual Disabilities

The complete version of *Opportunities for Success* can be purchased for $18.00 by contacting:
The Colorado Department of Education
Lynn Crenshaw, Special Education Services Unit
(303) 866-6644

GRADES K-4



III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING READING & WRITING STANDARDS
WITH WORKPLACE COMPETENCIES

READING & WRITING

Academic Content Standard

1. Students read and understand a variety of materials.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories	●	●	●	●	●						●	●		●	*	●						●						

30

K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1 Students read and understand a variety of materials.

BENCHMARK

a using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories

WORKPLACE COMPETENCY

Thinking Skills: Learning
uses efficient techniques to acquire and apply new knowledge and skills

QUOTATION

In the media center, I make sure to have a variety of careers represented among the fiction and non-fiction literature available.

-- Fran Adams
Summit Cove Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research the uses and sources of water in the community. Students keep a daily journal of resources and key learnings as well as present their findings orally to the class. Teachers present specific reading strategies (for example, Dole/Pearson) to assist students in researching materials appropriately.

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

Discuss reading and research techniques appropriate for the topic and level of students.

CAREER DEVELOPMENT

Take study trips into the community to better understand how water is used (i.e. car wash, fire department, restaurants, recreation areas, supermarkets).

Explore the uses of water consumption, cleaning, recreation and safety. Also, explore the careers related to these different uses and the role water plays. For example, careers in treatment facility maintenance, chemical and hydraulic engineering, and sewage/drainage systems maintenance are related to the handling of contaminated water.

COMMUNITY

Based on what the class has learned, plan an anti-pollution/clean-up project in your community (for example, trash pick-up along a river, promoting conservation within the school by installing reduced-flow faucets/toilets).

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students' research papers and oral presentations according to an appropriate rubric. Evaluate the use of appropriate documentation and the use of a variety of sources.

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

To demonstrate learning, students use multimedia (slides, pictures, essays) to make a presentation to the class or other students on how the community uses water and that highlights a career of interest in this area.

Evaluate the students on:

- The use of a variety of resources to develop the presentation
- The ability to integrate information into the presentation
- The use of multimedia equipment

* Note: The career interests highlighted should be geared to student level (i.e., K-4).

READING & WRITING

Academic Content Standard

2. Students write and speak for a variety of purposes and audiences.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker				
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. generating topics and developing ideas for a variety of writing and speaking purposes		●		●	●			●					●	●	●										●			
b. organizing their speaking and writing			●	●				●			●				●					●		●						
c. choosing vocabulary that communicates their messages clearly and precisely			●	●			*						●	●	●							●			●			
d. revising and editing speech and writing			●	●							●	●			●							●		●				
e. creating readable documents with legible handwriting or word processing at the appropriate time				●					●	●					●			●	●	●		●		●				

K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

2. Students write and speak for a variety of purposes and audiences.

BENCHMARK

c. choosing vocabulary that communicates their messages clearly and precisely

WORKPLACE COMPETENCY

Communication Skills: Persuading
communicates ideas to justify position, overcome resistance and convince others

QUOTATION

When you are reading it is very hard, but when you get the point of reading it can become very fun and easy.

-- Allie
3rd Grade, Ryan Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research and evaluate the school lunch program and make recommendations to the "school community" (PTA, school board, teachers, students). Students identify individuals with information about the lunch program. Students prepare interview questions and use appropriate techniques to gather information from these individuals.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: PERSUADING

Students interview, or invite as classroom speakers, key individuals (school kitchen chef, food purchaser, budget person). In addition to gathering information on school lunch issues, students explore how these individuals use communication skills in their work, specifically persuasion and the use of appropriate vocabulary.

CAREER DEVELOPMENT

Students create a classroom bulletin board, poster or book using the information gathered from the interviews regarding food service jobs and career pathways.

COMMUNITY

Students report their findings and make recommendations to the "school community".

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Develop a rubric to evaluate the students' :

- Appropriate vocabulary usage in the interviews (dialogue, word choice, questioning techniques, listening, and point of view)
- Quality of writing (persuasiveness, appropriateness of vocabulary for audience)
- Appropriate format (narrative, essay, brochures, speech)

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: PERSUADING

Develop a rubric to determine the students' ability to persuade using the following criteria:

- Presents clear, consistent message criteria
- Uses material to support position
- Provides rationale for position
- Is able to restate position based on opposition

EXTENSIONS

These activities also may address benchmark "e" (creating a readable document with legible handwriting or word processing at the appropriate time) by requiring students to make a classroom or community presentation.

READING & WRITING

Academic Content Standard

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning				TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies			WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. knowing and using subject/verb agreement		●	●	●					●						●			●		●								
b. knowing and using correct modifiers		●	●	●											●													
c. knowing and using correct capitalization, punctuation, and abbreviations		●	●	●					●						●			●		*								
d. spelling frequently used words correctly using phonic rules and exceptions		●	●	●											●			●		●								

K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

BENCHMARK

c. knowing and using correct capitalization, punctuation and abbreviations

WORKPLACE COMPETENCY

Technology Skills: Applies Technology
understands overall intent and proper procedures for using selected technology and equipment

QUOTATION

Reading helps us learn new things and will always help me through my life.

-- Nelson
3rd Grade, Ryan Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students create an alphabet book using correct spelling, punctuation and capitalization.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: APPLIES TECHNOLOGY

Students publish an accurate and illustrated book to be displayed in the school or local library/media center. Students use different types of graphics (i.e., hand drawn, clipart, magazines) for illustration.

CAREER DEVELOPMENT

Invite a local author to visit the classroom and discuss the process of creating and writing a publication. Students explore the career pathways for writing and also consider how technology and writing are used within other occupations.

COMMUNITY

The class makes a study trip to the local library to explore the importance and use of different types of publications. Students also explore how a library works.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on the correct use of spelling, punctuation and capitalization in the alphabet book.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: APPLIES TECHNOLOGY

Evaluate student understanding and use of technology to create the book by their ability to:

- Identify correct technology
- Understand the basic function of the selected technology
- Use the technology
- State how the technology improves the product

READING & WRITING

Academic Content Standard

4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies			WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. recognizing an author's point of view		●		●									●		●	●												●
b. predicting and drawing conclusions about stories				●								●		●		●												
c. differentiating between fact and opinion in written and spoken forms	●	●	●		●								●		●	●												
d. using reading, writing, speaking, and listening to define and solve problems	●	●	●	●	●							●		●	●	●						●		●				
e. responding to written and oral presentations as a reader, listener, and articulate speaker	●	●	●		●							●		●	●	*							●		●			
f. formulating questions about what they read, write, hear, and view	●	●	●	●	●			●				●			●	●						●		●				
g. using listening skills to understand directions	●	●			●						●				●	●						●		●				

K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

4. Students apply thinking skills to their reading, writing, speaking, listening and viewing.

BENCHMARK

e. responding to written and oral presentations as a reader, listener and articulate speaker

WORKPLACE COMPETENCY

Thinking Skills: Analyzing
identifies bias of information sources, evaluates contradictory information and effectively manages information

RESOURCE

Girls Count provides parents, educators, the media, business leaders, policy makers and other adults, with tools to encourage girls' achievement.

Girls Count encourages girls to learn mathematics, science and other technical skills in order to keep all career options open and available.

Working collaboratively with schools, businesses, parents and community-based organizations, Girls Count helps connect adults with action plans which promote equity for girls.

Girls Count
225 East 16th Avenue, Suite 475
Denver, CO 80203
303/832-6600
www.girlscount.org (website)

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READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students read a book and create a presentation about the book for their class using a visual aid.

WORKPLACE COMPETENCY

THINKING SKILLS: ANALYZING

Students analyze the types of techniques that make a good presentation. The class, working as a group, brainstorms what kind of feedback is helpful vs. hurtful to their peers.

CAREER DEVELOPMENT

Invite a school board member or PTA member to the classroom to talk about how he/she uses work-related presentations. Additionally, have the speaker share how he/she uses the skill of analyzing to make decisions in his/her job.

COMMUNITY

For a homework assignment, students identify businesses in the community that require employees to make presentations and/or use visual aids.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on their ability to listen and give helpful feedback, positive as well as suggestions for improvement, to other students after the class presentation. Evaluate students on their ability to answer questions from the class.

WORKPLACE COMPETENCY

THINKING SKILLS: ANALYZING

Evaluate students on their ability to:

- Ask appropriate questions of the student presenter
- Provide helpful information about the presentation
- Determine if good presentation techniques were used
- Analyze the positive aspects of the presentation
- Distinguish between helpful and hurtful critique

READING & WRITING

Academic Content Standard

5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively								ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace				THINKING SKILLS: Demonstrates the ability to use reasoning								TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies			WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using organizational features of printed text			●		●					●					●						●							
b. recognizing organizational features of electronic information					●					●					●			●										
c. using organizational features to locate media or electronic information								*	●						●			●		●								
d. taking notes, outlining, and identifying main ideas in resource materials			●	●	●										●	●												
e. sorting information as it relates to a specific topic or purpose					●								●		●	●												
f. giving credit for borrowed information by telling or listing sources			●	●					●													●		●				

K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

5. Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources.

BENCHMARK

c. using organizational features to locate media or electronic information

WORKPLACE COMPETENCY

Organizational Skills: Planning
devising and outlining a process to achieve a goal and timeline

RESOURCE

The Career & Technical Education Resource Center provides curriculum, instructional models and instructional tools in all areas of occupational education including School-to-Career.

This resource center serves schools or programs that are funded by the Colorado Community Colleges and Occupational System. Other schools or services may use the services for a fee. (*Please contact the Center to determine your eligibility.*)

Career & Technical Education
Resource Center of Colorado
9125 East 10th Drive
Lowry Education Center, Building 758
Aurora, CO 80010
303/340-7350
303/340-7353 (fax)
www.indra.net/~cterc (website)

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students pick an issue relevant to their local community to research and develop into a documentary. Students identify appropriate sources for gathering information on their topic (newspapers, local experts, friends, periodicals, family members, CD ROM's, Internet). Students learn about and apply proper letter writing skills to request information and/or interviews. Students write the documentary scripts by studying scripts and reference books. Students may watch "How a Movie is Made" by Gail Gibbons for additional information.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Students identify appropriate sources of information regarding how to develop a documentary. They also explore the various jobs involved in bringing a film from idea to public viewing (producer, writer, director, lighting, sound, production manager, wardrobe, make-up). Students learn how to create a budget, production and shoot schedule. They identify sources of funding. They develop a plan to organize the steps into a logical sequence and timeline.

CAREER DEVELOPMENT

- Students visit a local PBS or other television station and explore some of the careers identified above, research academic preparations necessary for the job and generate a way to share this information with peers.
- The class invites a filmmaker to share his/her work and career experiences with the class.

COMMUNITY

Students interview individuals and groups who are affected by the community issue that is the basis of the documentary. Students make a concerted effort to document problems and benefits related to the issue as they impact their community. Students may decide to volunteer to "make a difference" with respect to the issue.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students' oral or written presentations on the basis of how they located relevant resources and what they learned about the topic through related resources.

Evaluate students' research notes in terms of organization, resources, action plans, letters of request and the script.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Evaluate the students' production plan and schedule on the basis of:

- The timeline for production
- Their rationale for the film's organization
- Problems they encountered and how they addressed them
- Their successes, mistakes and lessons learned producing the film

(Note: The sample rubric on page 29 corresponds with this activity)

READING & WRITING

Academic Content Standard

6. Students read and recognize literature as a record of human experience.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning					TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. reading, responding to, and discussing a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading	●	●	●	●	●									●		●								●				*
b. reading, responding to, and discussing literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written	●	●	●	●	●								●	●		●								●				●
c. recognizing the concept of classic or enduring literature, and reading and listening to classic works	●		●		●									●	●	●												
d. using literary terminology such as setting, plot, character, problem, and solution			●	●											●	●												
e. using new vocabulary from literature in other context			●	●											●							●						

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K-4

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students read and recognize literature as a record of human experience.

BENCHMARK

a. reading, responding to, and discussing a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading

WORKPLACE COMPETENCY

Worker Qualities: Diversity
accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

QUOTATION

As an enrichment activity, we invite a community member to our media center for "fireside chats" once a month. Then they read a story related to their profession to the kids. We focus on various careers. We've had a professional skier, a mayor, a technology specialist and a police officer explain their professions to the kids as well as why reading is important.

-- Fran Adams
Summit Cove Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students identify and study various library pieces that describe, represent or explore the theme of friendship. The pieces may be on audio or video tape, hand-written or on the computer. A key teaching resource for this activity is A Critical Handbook of Children's Literature by Rebecca Lukins. Using a "Genre Attribute Chart" (see Lukins), students list the pieces they have found in each genre and elaborate on the unique qualities under each attribute.

As a final project, students write their own piece on friendship, choosing a period in time, a geographic place, a culture, a genre and a format. Students will emulate one of their favorite pieces and incorporate at least ten of their vocabulary words into their work.

WORKPLACE COMPETENCY

WORKER QUALITIES: DIVERSITY

Several excellent resources compare and contrast how various cultures expect males and females to operate in social and confrontational situations. As students explore cultural attributes, they can return to their pieces on friendship to identify examples.

CAREER DEVELOPMENT

Invite one of the following speakers to class:

- A professional who specializes in ethnic sensitivity or diversity sensitivity training
- A human resources manager to address how diversity issues impact his/her job
- A professional mediator to demonstrate a mock mediation session with students

COMMUNITY

- Make a study trip to a local Boys & Girls Club, focusing on how mentors work with children in confrontational situations.
- Have students volunteer to be a conflict manager on the playground, in the classroom or in after school programs.
- Invite students to volunteer to be a mentor to a new student in the school.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students' work using the following:

- Genre Attribute Chart
- Cultural Attribute Charts
- Venn Diagrams

WORKPLACE COMPETENCY

WORKER QUALITIES: DIVERSITY

Evaluate whether students can:

- Identify cultural attributes and the stories they came from
- Respond to activities that explore diversity and conflict resolution

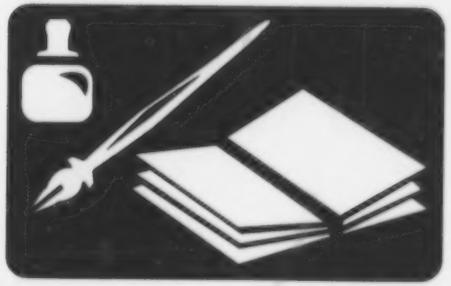
EXTENSIONS

Benchmark b - Students gather literary pieces that reflect cultures from at least three centuries and/or the six continents. They develop an attribute list by which they can define religious, cultural and/or social restraints on friendships. They explore literary pieces that describe friendships that are extraordinary and what makes them so.

Benchmark c - Students explore what makes a literary piece a classic. Once defined, they will collect a classic from at least five different genres and/or formats that focus on the theme of friendship. Students will use Venn diagrams to compare and contrast classic pieces on friendship to modern pieces.

As students read the pieces discussed above, they identify words that are new to them, or used in a new way. Students collect the words using a three column format (column one - word, column two - guess as to meaning using only the context, column three - mediated guess, if necessary, after a conference with teacher and/or peers).

GRADES 5-8



III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING READING & WRITING STANDARDS
WITH WORKPLACE COMPETENCIES

READING & WRITING

Academic Content Standard

1 Students read and understand a variety of materials.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds	●	●	●	●					●			*		●	●	●		●					●				●	

GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students read and understand a variety of materials.

BENCHMARK

a. using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novel in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds

WORKPLACE COMPETENCY

Thinking Skills: Problem Solving
identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action

QUOTATION

Students need to be able to leave school and survive. Many kids know reading and writing but they need additional skills. Problem solving is a big issue. They have to know how to make real decisions and good decisions. Their minds need to be trained for real world use.

-- Richard J. Moreno, Systems Engineer
St. Mary Corwin Hospital

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students select three different types of reading material (for example, technical writing, newspapers, magazines, poetry, short stories, plays and novels) to explore a current issue that affects adolescents. Using the different pieces, students identify a problem, suggest three solutions to the problem, and determine the community resources needed to implement these solutions.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Through this work, students identify and recognize problems, consider alternatives, devise and implement a logical plan of action.

CAREER DEVELOPMENT & COMMUNITY

Students develop their action plans in cooperation with at least one person from the community whose work is related to the issue. Students explore, with this individual, the problem solving strategies he or she uses on the job. Additionally, students can consider this individual's career area by interviewing or observing him or her on the job.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students' ability to:
- Identify different types of literature
- Recognize the different purposes of different types of literature
- Use literature to identify and find solutions to a problem

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Evaluate the students' ability to:
- Identify the steps in a problem solving process
- Apply the problem-solving process to an issue identified through literature
- Apply the problem-solving process to a personal issue
- Describe how problem-solving strategies are used on the job

READING & WRITING

Academic Content Standard

2 Students write and speak for a variety of purposes and audiences.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. writing stories, letters, and reports with greater detail and supporting material				●	●			●		●						●												
b. choosing vocabulary and figures of speech that communicate clearly		●	●	●			●						●												●		●	
c. drafting, revising, editing, and proofreading for a legible final copy			●	●				*			●		●									●						
d. applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking		●	●	●	●						●		●		●	●												
e. incorporating source materials into their speaking and writing		●	●	●	●				●					●							●			●				
f. writing and speaking in the content areas using the technical vocabulary of the subject accurately		●	●	●	●											●					●				61			
g. recognizing stylistic elements such as voice, tone, and style	●		●		●											●											●	

GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

2. Students write and speak for a variety of purposes and audiences.

BENCHMARK

c. drafting, revising, editing, and proofreading for a legible final copy

WORKPLACE COMPETENCY

Organizational Skills: Planning
devising and outlining a process to achieve a goal and timeline

QUOTATION

Reading is firmly connected to spelling, some math, social studies, etc. Reading and Writing is part of having a good education. If you can't read or write, your life will be affected. Most jobs require reading and writing.

-- Kelsey
6th Grade
Betty Adams Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students develop, write and edit a monthly class newsletter.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Students identify and discuss:

- The steps in developing a master plan for producing the class newsletter
- A successful and an unsuccessful activity in which they have participated
- The reasons for their success or failure at those particular activities

CAREER DEVELOPMENT

Each newsletter issue highlights a parent, family member or role model's career and the qualities that make a worker competent in that field.

COMMUNITY

Take a study trip to a local newspaper to explore several types of careers (photography, journalism, reporter, editor, etc.) Review how professionals in these careers use planning.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students by developing, with a local newspaper editor, a rubric around editing skills, article structure, layout and quality. Invite the editor to participate in the assessment process.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Evaluate the time management and planning skills of the students by reviewing the publication timeline.

Evaluate students on their ability to:

- Select an activity that requires planning
- Identify the steps in a planning process
- Apply the planning process to the activity
- Implement the planning process
- Make mid-course adjustments and corrections to the process
- Evaluate planning efforts
- Recommend improvements to the process

EXTENSIONS

These learning activities also could incorporate technology skills by publishing the newsletter on the Internet. Invite editors or graphic artists to contribute to the publication on-line or by e-mail.

READING & WRITING

Academic Content Standard

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace							THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections			●	●																								
b. using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking			●	●																								
c. using modifiers, homonyms, and homophones in writing and speaking			●	●										●		●		*										
d. using simple, compound, complex, and compound/complex sentences in writing and speaking			●	●										●														
e. punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing				●																								
f. using prefixes, root words, and suffixes correctly in writing and speaking			●	●											●													
g. expanding spelling skills to include more complex words				●											●													

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GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

BENCHMARK

c. using modifiers, homonyms, and homophones in writing and speaking

WORKPLACE COMPETENCY

Technology Skills: Computer Literacy
uses key boarding skills, computer programs and understands basic computer operations

QUOTATION

If you are unable to read and write you won't be able to do math, science, language arts, or any other subject. In conclusion, I think reading and writing are important to your future.

-- Colin
6th Grade
Betty Adams Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students participate in a community experience in the career area of "human services". Examples include performing needed tasks in a senior center, homeless shelter, elementary school classroom, church, or helping a family member or neighbor who is in need of assistance. Based on this experience, students select an issue or topic to write a poem about using grammar forms such as modifiers, homonyms and homophones.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: COMPUTER LITERACY

Students reinforce their technology skills by inputting their poems into the computer and making use of different fonts, page set-ups, graphics and programs to compile the poems into a booklet. Students receive computer instruction and time to practice, as needed.

CAREER DEVELOPMENT & COMMUNITY

- Through their community experience, students identify various human service career options.
- Invite publishers, poets and writers to provide information to students on publishing their poems. This exchange can occur in the classroom, the workplace or over the Internet. As students interact with these professionals, they also can explore careers related to publishing and writing.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students using a scoring rubric that assesses student identification and use of modifiers, homonyms and homophones in written work.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: COMPUTER LITERACY

Develop a rubric to determine the students' ability to:

- Determine correct page layout
- Select font
- Use graphics to enhance the work
- Use correct key strokes
- Use spell check

READING & WRITING

Academic Content Standard

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace							THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
h. demonstrating use of conventional spelling in their published works			●		*																	●						
i. using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy			●	●					●						●			●				●		●				

GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

BENCHMARK

h. demonstrating use of conventional spelling in their published works

WORKPLACE COMPETENCY

Communication Skills: Negotiating
works toward agreement while maintaining position

QUOTATIONS

Writing is a fun and interesting way of learning and expressing your thoughts.

-- Sarah
5th Grader, Ryan Elementary

Writing is important because it is a way to get messages to people.

-- Beau
5th Grader, Ryan Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

With a writing partner (student chosen), students:

a) determine which amendment in the Bill of Rights is "most important" to society, as a whole
b) identify three reasons for choosing that amendment
c) collaborate to write a five-paragraph theme consisting of a strong introduction, an argument to prove their belief and a challenging conclusion

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: NEGOTIATING

- Discuss the concept of negotiation with students. Have them brainstorm what it means to negotiate and where they use negotiating skills in their lives (i.e., with parents to extend curfew, extra privileges; with friends to decide what to do when going out; with teachers to get extra time for an assignment, extra credit).
- Student teams discuss the skills they use to negotiate and the process they will use as they work together to complete this assignment.

CAREER DEVELOPMENT

Student teams identify two careers that require knowledge of the constitution. Students can use the media center, Internet, or interview parents to determine these careers. Student teams explore how these careers use negotiation. Guest speakers visit the classroom to discuss the identified careers (lawyer, judge, legislator) and how they use negotiation in their jobs.

COMMUNITY

Student teams list the careers they identified. Using negotiation skills, students select one to three careers in which they are interested. Based on their selections, students schedule study trips to explore the occupations and the skills they required.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on the:

- Oral presentations of the five-paragraph themes to the class (the conclusions presented in the themes must withstand questions and arguments from the class)
- Correct use of grammar and sentence structure in their themes
- Logical organization of their themes and oral presentations
- Students' ability to listen to questions and present logical arguments to support their beliefs

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: NEGOTIATING

Evaluate students on their ability to:

- Define negotiation
- Give examples of when negotiation is used
- Identify skills needed for negotiation
- Use negotiation to arrive at a decision with their writing partners
- Describe how negotiation is used in the workplace

READING & WRITING

Academic Content Standard

4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace						THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. recognizing an author's or speaker's point of view and purpose, separating fact from opinion	●				●								●		●	●											●	
b. using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions	●	●	●	●	●							●		●	✻							●						
c. making predictions, drawing conclusions, and analyzing what they read, hear, and view	●	●	●	●	●								●		●	●												
d. recognizing, expressing, and defending a point of view orally in an articulate manner and in writing		●	●	●	●	●	●	●							●	●						●		●		●		
e. determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue			●		●							●				●												
																									●			

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GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

5-8

STATE STANDARD

4. Students apply thinking skills to their reading, writing, speaking, listening and viewing.

BENCHMARK

b. using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions

WORKPLACE COMPETENCY

Thinking Skills: Learning
uses efficient techniques to acquire and apply new knowledge and skills

QUOTATION

Reading is constant all day long. I frequently have to do mathematical calculations. In the past year, I've learned on the job. You need to know how to learn and how to locate needed information.

-- B. Greg Dwyer, RPh
St. Mary Corwin Hospital

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students create a safety handbook for other students in their school. Students compile information from local safety organizations by contacting the fire department, police, hospitals, poison control, Red Cross, etc. Students review this information by viewing videos, listening to safety representatives and reading materials sent by organizations. With this preparation, students write about common emergency scenarios and safe ways to handle them.

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

Brainstorm, with students, the attributes of a good learner.

CAREER DEVELOPMENT

Students may:

- Participate in job shadows with a safety organization to see how safety procedures are used on the job
- Discuss the opportunities and requirements for learning new skills and knowledge in a particular occupation
- Learn about the skills and knowledge needed to pursue a career in public safety

COMMUNITY

Class members team up with the local fire department to present safety facts to the community. The presenters also discuss their careers and how they use learning on the job.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on their ability to:

- Gather information from a variety of sources
- Identify the key ideas or important information
- Apply the information they gathered from sources to solve problems

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

Evaluate students on their ability to:

- Identify a variety of resources
- Gather important information from resources
- Add the information to previous knowledge
- Apply information to further develop a concept or idea

READING & WRITING

Academic Content Standard

5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively								ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace								THINKING SKILLS: Demonstrates the ability to use reasoning								TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies								WORKER QUALITIES: Demonstrates the characteristics of an effective worker							
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading		Planning	Time Management	Uses Resources	Systems Thinking	Evaluating		Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing		Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.		Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity							
a. using organizational features of printed text such as prefaces, afterwards, and appendices			●		●						●						●																					
b. using organizational features of electronic information, and library and interlibrary catalog databases					●					●							●				●		●	●													
c. locating and selecting relevant information			●							●					●	●	●					●		●				●										
d. using available technology to research and produce an end-product that this accurately documented				●	●			*		●					●	●	●				●	●	●	●	●			●										
e. giving credit for borrowed information in a bibliography				●						●															●			●										

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GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

BENCHMARK

d. using available technology to research and produce an end-product that is accurately documented

WORKPLACE COMPETENCY

Organizational Skills: Planning
devising and outlining a process to achieve a goal and timeline

RESOURCES

The Learning Innovations Handbook

This handbook, created by Colorado educators, provides exciting ideas for infusing life skills instruction into the school curriculum (K-12). It also offers a wide variety of practical learning experiences for elementary through high school-aged students in three broad categories: Career Development, Independent Living and Personal Management. Every section includes activities to be used in regular and special education classrooms and in programs designed for students at risk. This handbook may be ordered by contacting:

Career & Technical Education Resource Center
9125 East 10th Drive, Lowry Education Center, Building 758
Aurora, CO 80010
303/340-7350
303/340-7353 (fax)
www.indra.net/~cterc (website)

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READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Divide students into research teams to select a topic from the perspective of a news reporter. The research category can reflect any curricular area of study, but should center on a school or community issue or project (current events, a problem in the school, community service project, documenting activities such as career day, unit of instruction in the school or promotion of school events).

Students research the topic and write a research proposal. They submit their research proposals to a research committee for approval. The committee can consist of the teacher, a research expert from the community or other students.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Students explore how planning is used in their daily lives, in the work of their parents or other family member and at home. Students develop a comprehensive plan to guide the work of their research teams.

CAREER DEVELOPMENT & COMMUNITY

Invite reporters, videographers and researchers from a local college to act as technical advisors through the Internet, classroom visits and/or on-site student visits.

Students explore careers in the fields of reporting, video technology and research. Students can arrange a job shadow in these areas.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on the research skills reflected in their written news stories including:

- The use of multiple sources of data that represent diverse perspectives on an issue
- Appropriate references and citations, proper grammar and sentence structure
- A clear and concise statement of the research problem
- Effective communication of information

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: PLANNING

Evaluate students on their ability to:

- Select an activity that requires planning
- Identify the steps in a planning process
- Apply the planning process to the activity
- Implement the planning process
- Make mid-course adjustments and corrections to the process
- Evaluate planning efforts
- Recommend improvements to the process

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READING & WRITING

Academic Content Standard

6. Students read and recognize literature as a record of human experience.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively								ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace							THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays	●	●	●	●	●									●		●													
b. reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar	●	●	●	●	●									*		●							●					●	
c. distinguishing the elements that characterize and define a literary "classic"					●								●		●	●													
d. comparing the diverse voices of our national experience as they read a variety of United States literature			●		●											●							●					●	
e. using literary terminology accurately, including setting, character, conflict, plot, resolution, foreshadowing, theme, and figurative language		●		●																									
f. using new vocabulary from literature in other context		●	●	●											●							●							

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GRADE LEVEL **5-8**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students read and recognize literature as a record of human experience.

BENCHMARK

b. reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar

WORKPLACE COMPETENCY

Thinking Skills: Creative Thinking
generates new and innovative ideas

QUOTATIONS

Reading is important because you read information in a newspaper that could help you.

-- Katie
5th Grader, Ryan Elementary

Reading increases your vocabulary skills, teaches valuable lessons and it tells you stories from every different age and time, stories that some people can't even imagine.

-- Shawn
5th Grade, Ryan Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students read a novel, such as Tom Sawyer, or a literary passage that represents different points of view. As a class, students discuss a major event or moral dilemma and how the dilemma affects their lives. In teams of four to five students, they create a timeline representing the changes, events or people associated with the event or dilemma discussed in class.

WORKPLACE COMPETENCY

THINKING SKILLS: CREATIVE THINKING

Student teams expand on the dilemma incorporating past and present issues associated with the topic, for example slavery or racial conflict in Tom Sawyer. Teams may use a collage, graphics or text to present their ideas.

CAREER DEVELOPMENT

Invite a classroom speaker from an organization such as the American Civil Liberties Union (ACLU) or a related field associated with the event discussed in class. Each team identifies three questions for the speaker that might address the nature of the speaker's career and how he/she uses creative thinking on the job.

COMMUNITY

Student teams identify issues that affect their community and use creative thinking to solve the problem or address the issue.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on:

- Participation in the classroom discussion of the event or dilemma
- The accuracy of the research conducted to complete the timeline
- Use of various resources
- Overall presentation of timeline

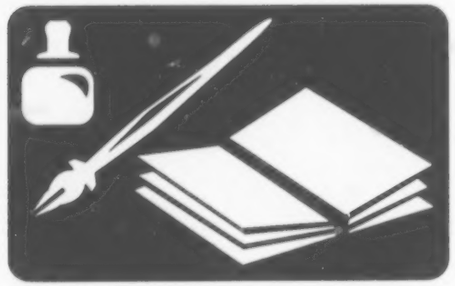
WORKPLACE COMPETENCY

THINKING SKILLS: CREATIVE THINKING

Evaluate students on:

- Organization
- Speaking style
- Response to listener feedback
- Use of supplements
- Presentation with graphics and appropriate materials

GRADES 9-12



III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING READING & WRITING STANDARDS
WITH WORKPLACE COMPETENCIES

READING & WRITING

Academic Content Standard

1. Students read and understand a variety of materials

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker				
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above	●		●	●	●					●		*	●	●	●							●	●				●	

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

9-12

STATE STANDARD

1. Students read and understand a variety of materials.

BENCHMARK

a. using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above

WORKPLACE COMPETENCY

Thinking Skills: Problem Solving
identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action

QUOTATION

In a small newspaper office, workers must have flexibility and good problem-solving skills because they will likely find themselves covering for others out on assignment.

-- Darlene Doane, Publisher/Editor
Brush News - Tribune

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students select three different types of reading material (technical writing, newspapers, magazines, poetry, short stories, plays or novels) to explore a current issue that affects adolescents. From the literature, students suggest three responses to the issue and what community resources would be needed to implement these solutions.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Through developing action plans to implement their proposed solutions, students identify and recognize problems, consider alternatives, devise and implement a logical plan of action.

CAREER DEVELOPMENT

Students develop their action plans in collaboration with at least one person from the community whose work is related to the issue.

COMMUNITY

This collaboration could involve students visiting the community worker at his/her place of employment and corresponding via the phone, e-mail, etc. Students should have the opportunity to learn about the community worker's career area and how he/she uses problem solving on the job.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students' ability to compare and contrast the differences and similarities in the types of literature selected for this activity.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Evaluate the students' ability to:

- Identify the problem and the need for data
- Identify and gather useful data
- Consider alternatives
- Devise and implement a logical plan of action
- Make any adjustments to the plan of action due to barriers

READING & WRITING

Academic Content Standard

2 Students write and speak for a variety of purposes and audiences

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace						THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies			WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using fictional, dramatic, and poetic techniques in writing				●										●														
b. conveying technical information in a written form appropriate to the audience				●	●			●					●															
c. supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing			●	●			●							●												●		
d. incorporating material from a wider range of sources in their writing and speaking		●	●	●	●				●				●		●							●						*
e. selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy			●	●				●		●	●	●	●		●							●		●				
f. writing in various specialized fields such as career and academic interest areas				●	●										●	●						●							
g. experimenting with stylistic elements such as voice, tone, and style		●	●	●										●															

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

9-12

STATE STANDARD

2. Students write and speak for a variety of purposes and audiences.

BENCHMARK

d. incorporating material from a wider range of sources in their writing and speaking

WORKPLACE COMPETENCY

Worker Qualities: Diversity
accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

QUOTATION

Improving the options for today's children is part and parcel of continuing and growing as an ethical business in the United States. School-to-Career is a way for students to learn stronger life skills and achieve higher academic standards. They're not only work-ready, they're better citizens.

-- Larry Stupski, Vice Chairman
Charles Schwab Corporation
(As quoted in *The Schwab Exchange*, May 1996)

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students create a webpage based on a multi-cultural theme. On-line research provides access to a variety of websites. Students evaluate these sites and choose ideas to incorporate in their own webpage(s).

WORKPLACE COMPETENCY

WORKER QUALITIES: DIVERSITY

Students explore the concept of diversity prior to the activity. They learn that diversity includes accepting differences and working well with individuals from a variety of backgrounds, valuing perspectives other than their own and seeing through stereotypes. Diversity also includes different ways of thinking and accomplishing tasks.

CAREER DEVELOPMENT

Students arrange for on-line critique of their uploaded webpages, using on-line access to webpage designers. The web designers also share information about their careers and how they address diversity issues on the job.

COMMUNITY

Students design and maintain a multi-cultural activity webpage which may be linked to the school's home page, if available.

As a homework assignment, students identify businesses in their community that use technology and explore how these businesses manage diversity. The students report their findings back to the class.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Using an appropriate rubric, evaluate students' ability to:

- Gather material from a variety of sources
- Use various methods of research and writing on the webpage
- Self evaluate
- Evaluate peers
- Use on-line resources

WORKPLACE COMPETENCY

WORKER QUALITIES: DIVERSITY

Using an appropriate rubric, evaluate students on the basis of:

- Self evaluation
- Peer evaluation
- On-line assessment
- User feedback
- Their ability to work with others with diverse backgrounds and diverse ideas
- Their ability to incorporate diverse ideas into the webpage

EXTENSIONS

Students research and locate appropriate external links to their webpages. Many possibilities exist to connect with other content areas and schools worldwide.

READING & WRITING

Academic Content Standard

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace						THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using pronoun reference correctly in writing and speaking	●	●	●												●													
b. using phrases and clauses for purposes of modification and parallel structure in writing and speaking	●	●	●																									
c. using internal capitalization and punctuation of secondary quotation in writing			●																									
d. using manuscript forms specified in various style manuals for writing		●	*	●											●							●						
e. refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking	●		●	●											●							●	●					
94																									95			

GRADE LEVEL

9-12

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

BENCHMARK

d. using manuscript forms specified in various style manuals for writing

WORKPLACE COMPETENCY

Communication Skills: Writing
organizes and effectively presents ideas and information in writing

RESOURCES

Some Colorado businesses that are involved in school-to-career include:

Amoco Foundation
Amoco Production Co.
Big O Tires
Charles Schwab & Co., Inc.
Coors Brewers
Coors Ceramics
DeBourgh Manufacturing
Digital Equipment Co.
Eastman Kodak
Ford Motor Company
Hewlett-Packard
Insurance Industry
Kaiser Permanente
LaPlata Electric Assoc.
Lutheran Medical Center
McDonalds Corporation
Norwest Bank
Olympic Training Center
Partner Up
Pikes Peak Community College
SGT Enterprises
Southern Ute Tribal Goverment
Summit Recycling Project
Trane Company
United Airlines
Villa Veterinarian Clinic
Young Women of the West (YWOW)
YouthBiz, Inc.

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students identify a career-related issue that may be of concern in the community. Example: Within the construction industry, concerns may arise around home insulation, environmental impact of building, alternative energy sources or alternative building materials.

Students conduct research in their chosen focus area in order to develop three types of manuscripts commonly used in business. First, students compose a three to five page factual report on the topic. Second, students develop a fact/opinion or persuasive speech regarding their area of focus. Third, students draft and produce a presentation that depicts a proposed solution and the process necessary to attain it. Students are free to use a variety of formats (for example, a video, a pamphlet, debate, radio or television commercial).

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: WRITING

Students use interpretation and writing to demonstrate their ability to communicate effectively.

CAREER DEVELOPMENT

As students explore the issues, they gain a better understanding of the related career field. In addition, students interview individuals currently practicing in the field as part of their research.

COMMUNITY

Students incorporate their final presentations into a community display or presentation for special interest or public school groups.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the factual report according to an applicable rubric for writing, using the standard criteria for this type of manuscript.

Evaluate the fact/opinion or persuasive speech according to an applicable rubric for oral presentation, incorporating the unique characteristics and style of this type of manuscript.

Evaluate the final presentation of the proposed solution and process, according to an applicable rubric based on the specific requirements of this type of manuscript.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: WRITING

Evaluate students' ability to:
- Use accurate and conventional writing standards
- Use accurate documentation and a variety of sources
- Interpret data as applied to specific purposes
- Logically apply information to various manuscript styles

Grade the final presentation/product on the level of quality needed to make it useful to the public such as:
- Appropriateness to a selected audience
- Clarity of information and purpose
- Artistic appeal

EXTENSIONS

Other communication skills such as interpreting, speaking and persuading also are included in this activity.

READING & WRITING

Academic Content Standard

4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace						THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies			WORKER QUALITIES: Demonstrates the characteristics of an effective worker				
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. recognizing an author's point of view, purpose, and historical and cultural context	●		●		●								●		●	●						●	●				●	
b. using reading, writing, listening, articulate speaking, and viewing to solve problems	●	●	●	●	●							●		●	●	●						●		*		●		
c. knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime			●		●											●									●		●	
d. critiquing the content of written work and oral presentations	●	●	●	●	●		●						●		●	●						●	●			●		
																									99			

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

9-12

STATE STANDARD

4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

BENCHMARK

b. using reading, writing, listening, articulate speaking and viewing to solve problems

WORKPLACE COMPETENCY

Worker Qualities: Responsibility
follows through consistently with honesty and integrity

QUOTATION

Like any employer, we will look for entry level employees who have a good understanding of the basic skills, such as reading, writing and basic math. Those that will stand out will be those who can think critically, problem solve, and demonstrate an ability to work constructively in teams.

-- Jim Martin, V.P., Human Resources
Coors Brewing Company

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

At the beginning of the year, introduce students to Lawrence Kohlberg's "Six Stages of Moral Development", a model for judging the sophistication of ethical decisions. These stages portray ethical decisions as being based on avoidance of punishment, self benefit, acceptance by others, maintenance of the social order, contract fulfillment, and application of ethical principles. Each stage reflects increasing levels of complexity and understanding.

Next, students examine hypothetical moral dilemmas, come up with a choice about what they would do, and determine where their choice lies on Kohlberg's scale. Students engage in the same activity throughout the year to reflect on the moral dilemmas faced by characters in literature.

WORKPLACE COMPETENCY

WORKER QUALITIES: RESPONSIBILITY

The teacher leads a discussion on the impact of students' decisions on others, how to evaluate potential courses of action in response to ethical issues and how students can take the initiative to be responsible in their own lives.

CAREER DEVELOPMENT

High school students bring in real life dilemmas from their own or their parents' jobs or from workplace dilemmas in the news. They discuss and apply Kohlberg's model to the decisions they and others make. Students discuss the role of responsibility in responding to these dilemmas.

COMMUNITY

Students select a current issue in their school or community. Students research alternative positions on the issue. They prepare to take part in a public discussion (school board meeting, city council meeting, neighborhood forum, student council, accountability committee meeting). Students justify their point of view, in part, by explaining the principles they used to reach their position.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students using a rubric to determine the application of thinking skills as they pertain to reading, writing, speaking, listening and viewing.

WORKPLACE COMPETENCY

WORKER QUALITIES: RESPONSIBILITY

Develop a rubric to evaluate the students' understanding of:

- The meaning of responsibility
- The impact of their decisions on others
- The importance of responsibility in one's work life
- The components of a responsible act

READING & WRITING

Academic Content Standard

5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information			●		●				●				●		●													
b. evaluating information in light of what they know and their specific needs					●								●	●		●	●						●		●			●
c. using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available			●						●				●	●				●	●	●	●	●						
d. using strategies to gain information from journals, research studies, and technical documents			●		●				●				●	●		●	●											
e. using available technology to access information, conduct research, and produce a carefully documented product			●	●	●				●				●	●		●	●		●	*	●	●		●				

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GRADE LEVEL: K 1 2 3 4 5 6 7 8 9 10 11 12 (9-12)

STATE STANDARD

5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

BENCHMARK

e. using available technology to access information, conduct research and produce a carefully documented product

WORKPLACE COMPETENCY

Technology Skills: Applies Technology understands overall intent and proper procedures for using selected technology and equipment

RESOURCE

The National School-To-Work Learning and Information Center provides information, assistance, and training to build school-to-career opportunities in the U.S. The Center utilizes the latest information technology to help increase the capacity of professionals, and to develop and implement School-to-Career (STC) systems across the nation. Its services are available to state and local STC offices, employers, schools, labor, parents, students, and to the general public.

The National School-To-Work Learning & Information Center
400 Virginia Avenue, Room 150
Washington, DC 20024
800/251-7236
202/401-6211 (fax)
stw-lc@ed.gov (e-mail)
http://www.stw.ed.gov (website)

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research a career of their choice and prepare a three to five page documented paper. Students deliver a persuasive presentation using PowerPoint, Claris, Hypercard or other appropriate and available technology.

The paper explores job description, educational requirements, salary and benefits potential, location and job outlook in terms of labor market conditions. Required sources may include books, magazines, encyclopedia, Internet and personal interviews.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: APPLIES TECHNOLOGY

Students apply technology to acquire, organize, analyze and communicate information, use a computer graphics program to prepare presentation material and use multimedia technologies to gather materials for use in the production of written, spoken and visual presentations.

CAREER DEVELOPMENT

Students may:

- Explore career possibilities through interviews with practitioners in a particular field
- Invite a speaker to talk to students about the formal and informal assessment processes available for identifying careers of highest interest and aptitude
- Participate in a job shadow in a career interest area

COMMUNITY

Students make a presentation to an elementary or middle school in conjunction with the school's career exploration activities.

Make a bulletin board using the presentation materials for the elementary classroom. It might be incorporated into a career awareness day.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the paper and oral presentation using an appropriate rubric, placing particular emphasis on the persuasiveness of the oral presentation. The rubric should include the use of appropriate documentation and a variety of sources.

Evaluate students' oral presentation on:

- Organization
- Speaking style
- Response to listener feedback
- Use of supplements
- Presentation with graphics and appropriate materials

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: APPLIES TECHNOLOGY

Evaluate technology skills on:

- Use of word processing program
- Use of computer graphics program to prepare presentation materials
- Use of multimedia technologies to gather material for use in the presentation

READING & WRITING

Academic Content Standard

6. Students read and recognize literature as a record of human experience.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace						THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Uses Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Technological Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches	●	●	●	●	*									●		●												
b. using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style, and point of view			●	●	●										●	●											●	
c. identifying recurrent themes in United States literature			●		●								●			●												
d. developing and supporting a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers			●	●			●					●	●	●												●	●	

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

9-12

STATE STANDARD

6. Students read and recognize literature as a record of human experience.

BENCHMARK

a. reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches

WORKPLACE COMPETENCY

Communication Skills - Interpreting
delineates and analyzes oral and written information and synthesizes information into a conclusion

RESOURCE

A leader in the school-to-career movement, the National Academy Foundation (NAF), partners business and education to provide high school students with practical career experiences, life skills and industry-specific knowledge to enable graduates to succeed in college and/or the workforce. NAF's success as a school-to-career model is due to its attention to industry-validated curriculum, staff development, student internships and quality assurance for its three career Academies: Finance (AOF), Travel & Tourism (AOTT), and Public Service (APS).

National Academy Foundation
235 Park Avenue South, 7th Floor
New York, NY 10003
212/420-8400
212/475-7375 (fax)
http://www.naf-education.org (website)

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students read a poem such as "Richard Cory" by Edwin A. Robinson. In small groups, they respond to questions about point of view, audience and content of the poem. Each group also deals with questions about the poem, for example, "How would Richard Cory define success?" "How would the townspeople have described success before and after Cory's suicide?"

Students listen to a song such as "She's Leaving Home" by the Beatles and respond to similar questions about the song. Student groups are chosen at random to present their answers to the questions about both "poems".

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: INTERPRETING

Students interview two people in the work world to ask what they find most rewarding about their jobs. Students summarize the interviews in writing and share them in class discussion. Using these interviews, students create their own definition of success. The class creates a one page technical writing document that may be entitled, "Definitions of Success in the 1990's."

CAREER DEVELOPMENT

Speakers visit the class and talk about their own experiences, how success is defined in their field and how they have achieved personal success. These speakers should represent a variety of people in a variety of careers (i.e., blue and white collar, women in jobs traditionally held by males, diverse ethnic representation).

COMMUNITY

Students plan a community recognition project and use interviews and research to select one or two individuals in their community who are successful role models. Students plan an evening or weekend ceremony to present their "Success Models" to the public.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Using a rubric appropriate for poetry, evaluate the students' ability to:

- Identify the speaker, audience, and purpose of the poem
- Analyze and explain how the poet achieves the poem's purpose
- Use literary terminology appropriate for poetry

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: INTERPRETING

Evaluate presentations on the basis of students' ability to:

- Select and analyze information
- Compare and contrast opposing opinions
- Support conclusions with appropriate data or rationale

EXTENSIONS

Interpreting is incorporated in every benchmark within this standard.

The "technical writing" nature of this activity meets writing standards that require students to:

- Use organizing techniques (bulleted lists, numbering, headings)
- Choose words to fit the audience and purpose of the writing
- Use white space and graphics as appropriate
- Avoid mechanical usage or spelling errors

IV. SAMPLE RUBRIC

Standard 5 - Grades K-4
This rubric is associated with the activity on Page 14b

Assessment	In Progress	Essential	Proficient	Advanced
Academic: Students need to locate, select and make use of relevant information from a variety of media, reference and technological sources. Benchmark c. using organizational features to locate media or electronic information	Academic: - Someone else selects the information sources the student needs and demonstrates how to find the information. - Someone else helps the student decide what information to use.	Academic: - The student selects resources, but the resources are not always appropriate. - The student does not always know what criteria to use in selecting information.	Academic: - The student uses a variety of information, strategies and resources. - The student usually knows what criteria to use in selecting information.	Academic: - The student selects appropriate strategies and resources. - The student matches criteria for selecting information with research needs.
Workplace Competency: Organizational skills: Planning devising and outlining a process to achieve a goal and timeline	Workplace Competency: - Someone else develops the student's plan and timeline.	Workplace Competency: - The student has an incomplete plan and a timeline, but does not always follow it.	Workplace Competency: - The student has a complete plan and follows a timeline.	Workplace Competency: - The student has a complete plan and can adjust a timeline as needed.

Adapted from:
Rubrics for the Assessment of Information Literacy
Colorado Department of Education

SCHOOL-TO-CAREER REGIONAL RESOURCE CENTERS

The following resource centers were created to support Colorado communities in building local School-to-Career Partnerships. This support includes: materials, technical support, orientation and specific content presentations, and professional development opportunities. Please contact the center in your area for more information.

Region 1 - Northern Colorado
Connie Long
Aims Community College
Continuing Education Division
5590 11th Street
Greeley, CO 80634
Phone: (970) 330-8008 X6740
(Counties: Larimer, Weld, Morgan, Logan, Sedgwick, Phillips, Washington, Yuma Elbert, Lincoln, Kit Carson, and Cheyenne)

Region 2 - Denver/Metro
Alice Potter
Community College of Denver
1391 North Speer Boulevard, Suite 400
Denver, CO 80204
Phone: (303) 620-4422 x305
(Counties: Adams, Arapahoe, Boulder, Gilpin, Clear Creek, Jefferson, Denver, Douglas)

Region 3 - Central Colorado
Ed Bowen
Pikes Peak Community College
5675 South Academy Boulevard, Box 38
Colorado Springs, CO 80906
Phone: (719) 540-7357
(Counties: Park, Chaffee, Teller, El Paso, Fremont, Custer, Pueblo)

Region 4 - Southern Colorado
Julie Sumpter
Otero Junior College
1802 Colorado Avenue
La Junta, CO 81050
Phone: (719) 384-6835
(Counties: Crowley, Kiowa, Otero, Bent, Prowers, Baca, Las Animas, Huerfano, Costilla, Alamosa, Conejos, Rio Grande, Mineral, Saguache)

Region 5 - Southwestern Colorado
Barbara Milicevic
Pueblo Community College
TeleTech Center
60 South Cactus Drive, Suite 1
Cortez, CO 81321
Phone: (970) 565-7536
(Counties: Delta, Gunnison, Montrose, Ouray, San Miguel, Dolores, San Juan, Hinsdale, Montezuma, La Plata)

Region 6 - Western Colorado
Darla Bennett
504-A 27th Street
Glenwood Springs, CO 81601
Phone: (970) 947-0851
(Counties: Moffat, Routt, Jackson, Grand, Summit, Eagle, Lake, Pitkin, Mesa, Garfield, Rio Blanco)

MAKING STANDARDS WORK EVALUATION

The Colorado Department of Education and The Colorado School-to-Career Partnership would appreciate your comments about The Making Standards Work Handbook.

Please take a minute to complete this evaluation.

Name _____ (optional) Position _____

School District _____

Grade Level: Elem. ____ Middle School ____ High School ____ Other ____

I. Overall value of handbook:

		Poor	Fair	Good	Excellent
1.	Quality of information	1	2	3	4
2.	Usefulness for educators	1	2	3	4
3.	Format of information	1	2	3	4

II. Any comments about how you adapted the learning activities to meet your needs.

III. Number of students impacted by the classroom activities presented in this handbook. Approximately: _____

IV. Any suggestions for extending the use of this book?
(for example: other areas of interest, additional activities, increasing distribution)

V. Do you have activity ideas for other content areas? If so, we would like to hear from you. Please see contact information below.

VI. Are you a *Making Standards Work* author? Yes _____ No _____

If you need additional copies of the Reading & Writing Handbook, please send requests to:

Career & Technical Education Resource Center of Colorado
1059 Yosemite Street, Bldg. 758, Room 117
Aurora, CO 80010
phone: (303) 340-7350
fax: (303) 340-7353

Or E-mail: sb_kristen@cccs.cccoes.edu

Thank you.

Colorado Department of Education
Attention: Heather Hotchkiss/Kelli Roark
201 East Colfax, Room 502
Denver, CO 80203

Staple Here

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Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 866-6600
http://www.cde.state.co.us

Colorado School-to-Career Partnership
1580 Logan Street, Suite 410
Denver, Colorado 80203
(303) 894-2060 ★ Fax: (303) 894-2064
http://www.state.co.us/edu_dir/stc